THE JOURNAL OF EDUCATION

Volume 132 FEBRUARY, 1949 Number 2

Citizenship Samples	AN EDITORIAL SURVEY
Detroit Makes a Study	MILLER R. COLLINGE STANLEY E. DIMOND
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The Current Events Approach	MARTIN WOLFSON
This Way to Character -- and Cash!	LOUIS DE JEAN

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ESTABLISHED 1875

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Business and Editorial Offices

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We must not leave the impression that slips of the type are more common here than elsewhere. Indeed we have been quite fortunate in that respect. Our percentage of accuracy has to be well above 99 to be even passable. There's an idea you might convey to your students some day when they start griping because they were not allowed to pass with a mark of 50. As our favorite math professor remarked once when explaining why he gave no credit whatsoever for a partly wrong answer, "The World marks hard". It surely does.

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Your Textbook Reporter

The Straw Ox And Other Tales

First in a projected three-book series of *Tales from the Four Winds* is *The Straw Ox and Other Tales.* Evidently designed for an intermediate grade, here are eleven stories culled from the folk literature of almost as many lands — England, France, Denmark, Sweden, Russia, Brazil, Japan and others. The book is not a reader in the usual sense, but a series of radio scripts, each arranged for announcer, narrator and cast, with sound effects and all the trimmings. The radio may be no more than a box or it may be a real little broadcasting station if the school owns one with receivers in the various classrooms. The tales have been prepared by an experienced script writer and of course the subject matter is sure to please young listeners, just as the tales themselves have always brought delight wherever they have been read or told these many years. The results in better understanding of other peoples and their likeness to ourselves—with incidental differences —can hardly be overestimated. Use of the playlet form, especially the form required for radio presentation, adds zest, especially for those who share the real or imaginary microphone.

THE STRAW OX AND OTHER TALES. *Fan Kissen. Houghton Mifflin Co., Boston.*

American Government

You can't help admiring the organizing skill and high-gear efficiency of a publisher who produces a full-fledged, carefully prepared textbook by January 1 that contains a correct account of the national election only two months earlier. The book referred to is Magruder's *American Government,* the 1949 edition of which arrived with the same punctuality as was the case with previous editions.

This time the popular yearbook for civics classes has had an unusually thorough overhauling and emerges more attractive than ever with its blue cover, its end papers showing the state seals, and its galaxy of illustrations. What with whole new chapters and alterations on every other page, no wonder that a completely fresh set of printing plates was deemed necessary.

Thinking this over you realize more than ever that our political institutions are not exactly static. In fact they are forever adapting themselves to changing situations and meeting the unexpected at home and abroad. Only the framework remains fairly constant.

While 1948 witnessed comparatively little legislative progress on the domestic side, there was no dearth of controversy before and during the political campaign, and the high school student will refer to Magruder to learn or relearn what the issues were, what the backgrounds, what the prospects as the Democrats again take over. Externally, likewise, progress was slow. But the author finds the unaccomplishing more than the prevalence of vetoes would indicate. He gives you the Marshall Plan, the Truman doctrine for Greece and Trukey, the Palestine struggle, the war in China, the East-West conflict—the entire picture of what our nation is up against in determining its foreign policies and making America itself an even better place to live. Quite a handbook for junior citizens, this *American Government,* and no harm would be done to any adult borrowing Junior's copy.

AMERICAN GOVERNMENT 1949 *Frank A. Magruder. Allyn and Bacon, Boston.*

Psychology In Education

Much that every teacher should know about the physical, mental and social growth of pupils is presented in a revised edition of *Psychology in Education.* We like the little word "in" rather than "of." There is great need of psychology *in* education and much is known that can be applied—much more than is known about the psychology *of* education, a mysterious and baffling thing at best.

Professor Sorenson's treatment of the subject is clear and to the point. He states the purpose of each chapter, employs examples, gives information without too much technicality or too many footnotes, and when he is through is able to sum up what he has said so you recognize it. The summaries are so good there is danger that some of his readers will skip what led up to them. But this would be to miss interesting details, as when food in capsules is substituted for one's dinner. One of the best chapters appears in this edition for the first time. This deals with the mental and emotional adjustment of the teacher himself, or should we say "herself"? Not necessarily. The chapter should lead many a teacher to self-examination and discovery not only of what is wrong but of how to remedy the trouble. The author points to the fact that teachers need to keep on growing. Competence and the joy of achievement are recommended as a means of overcoming the tendency to self-pity. The tone of the book is wholesome, not depressing. It talks plain English; doesn't resort to professional jargon to show off the author's knowledge. Such use of psychology in teaching teachers is not too common.

PSYCHOLOGY IN EDUCATION. *Herbert Sorenson. The McGraw-Hill Book Company, New York.* $4.00.

Modern Methods And Techniques

Thorough revision of an earlier work (*An Introduction to Teaching and Learning)* has resulted in a new text for classes in methods of teaching. This text, *Modern Methods and Techniques of Teaching* is not a general introductory treatise for the would-be teacher.

However it delves into the philosophy of the learning process; summarizes the findings of educational science on what takes place in learning, what induces or promotes it, and what are wasted efforts; and proceeds in some detail to outline the task of the classroom instructor, as he or she undertakes to assist a roomful of youngsters to manage themselves so that learning may take place. Various techniques are explained and discussed. Stress is placed upon cooperation and how to bring it about; on organization of subject matter; on lesson preparation; on diagnosis of pupil difficulties; on remedial measures; on tests and promotions—in short, the whole gamut of things the inexperienced teacher needs to know. The sections on creative learning are especially well done. Much that is traditional has been restated—or reaffirmed because of its time proven value. But the better parts of the more advanced theories also are taken into account. The upshot is a sanely balanced guide for any one aspiring

to success in classroom performance under present-day conditions and dealing with today's young people.

MODERN METHODS AND TECHNIQUES. *Yoakam and Simpson. The Macmillan Company, New York.*

Happy Days With Our Friends

Behold a pretty little reading book for children in grade one — bright pictures, easy words and a pleasing title, *Happy Days With Our Friends.* Ah, but it is loaded, this little book. It is dedicated to the high purpose of implanting concepts, getting the small fry to talk and discuss and even to think about—well, about matters of health, safety and personal development.

Left to yourself, you might overlook most of the opportunities laid at your door by the easy reading lessons that tell about Dick and Jane and yet-smaller Sally. But with the Teacher's Edition right at hand, this can't happen. First, meet the six-year-old, in a descriptive introduction that fits him in his varied forms like a dozen different jackets in a store. Having learned from this prologue and perhaps from looking around, precisely what humanity in diminutive packages is like, you proceed to discover what you should, can or may teach in connection with each section of the reader. It is amazing what an amount of mature wisdom can be implanted in that first half year with this reading book for excuse. Physical, mental and social health is our modern way of saying "A sound mind in a sound body" but with extras that take account of other people. Sorry no space remains to give the outline, for it really is ample and good.

HAPPY DAYS WITH OUR FRIENDS. *Montgomery and Bauer. Scott, Foresman and Co., Chicago.*

Language Skills

The full title *Language Skills, Advanced Course,* identifies a text for students of composition in an upper year of high school.

Telling them how to do it is one thing. Getting them to do it is quite another. The strategy applied in this text is: first to state the purpose and the principles they should follow; then to encourage them to go at it; and, finally, to interest them in criticising and revising the attempt. The author stresses this matter of revision; shows how the whole class can be enlisted in reciprocal criticism, offers examples of before and after, by way of proving that rewriting is worth what it costs.

This is not the only strategy that permeates the book. The author knows that the efforts to write clearly helps one to think clearly: hence provides many opportunities to ferret out the precise meanings of words whose meanings vary according to context. The student is set to consider the difference between reporting a fact and expressing a judgment. Naturally these are mere hints at the general manner of the author's plotting to snare the student into learning the things he must learn by doing. The usual forms of composition are all taken up in order. There is practice in studying words, sentences and paragraphs. At last comes the anatomy and physiology of the short story. Now you are at the middle of the book. Beyond lies grammar—a whole handbook of syntax, punctuation and other rules which the U. S. Constitution itself never freed any one from observing if he wishes to write right.

LANGUAGE SKILLS, ADVANCED COURSE. *Dorothy Colburn. Harcourt, Brace and Company, New York* $2.12

Historical Sociology

Does human society progress or does it move in cycles? When did men commence to study group relationships and to compare various cultures, and who were the leading interpreters, historians and prophets of mankind in its associated trends? These and many similar and related questions are discussed in this new book, *Historical Sociology,* by Henry Elmer Barnes.

While many pages are devoted to pioneers in social thinking from Plato to his modern counterparts, and many more to sketching the social problems and changes of which these men wrote, the heart of the book is in its closing sections. These take up the question whether social progress can or will be maintained to a happy culmination or whether society is doomed to failure and catastrophe. If the latter, the tragic outcome will result from the widening gap between material progress and our social concepts and institutions, according to Dr. Barnes, who warns that atomic, chemical and biological weapons threaten wholesale disaster unless we apply social inventiveness and do it quickly. He points out that our so-called scientific age is not such in any universal sense, since we have merely accepted the improvements bestowed by some five hundred scientists and inventors while but few of us have become scientific in our mental processes or have cut loose from prejudice and tradition. Even if the fittest are sure to survive, biologically speaking, as per Darwin, the law may not hold intellectually unless we use our intellects better and faster than ever before. So says Barnes. We agree with him—and then disagree among ourselves—fiddling while Rome burns.

HISTORICAL SOCIOLOGY. *Henry Elmer Barnes. Philosophical Library, New York.* $3.00

A Guide Book In Literature

Away with your comic books, you children of Chicago. You are going to explore the sort of books that require more effort but are more rewarding also, we hope.

Anyway, a committee of teachers in the public schools of Chicago has prepared *A Guidebook in Literature* for the use of their associates in seventh and eighth grade classrooms. It is a paper-bound affair of not too many pages, intended to show just how to interest boys and girls in good reading. After a helpful introduction or pep talk, the pamphlet takes up two main topics in considerable detail, and then a number of others with briefer treatment. First of the main heads is "Going Along Together," in which an effort is made to reduce intercultural friction and give a proper concept of democracy and what it means to be an American. This is done through suggesting selections in poetry and prose, and pointing to the lives of individual Americans who have done great things. Many short poems and prose passages are printed in the guide. Longer works are to be looked for in the library.

"Armchair Voyaging" is the other topic amply treated. Then come smaller but well-fitted keys to "Life in the Open", "The Realm of Fancy", "Ideals of Work & Play"; "Great Adventure", "Home and School" and "Loyalty and Patriotism."

Yes, the children of Chicago and many another place can do with a lot more literature. Teachers who believe this, as nearly all do, will be glad to learn more about what bait to use and how to use it.

A GUIDE BOOK IN LITERATURE, *Bureau of Curriculum, Board of Education, Chicago, Illinois.*

CITIZENSHIP SAMPLES

All across the country state departments of education are awakening to the necessity of revising their curricula to suit modern situations, and in all these revisions training in the skills and principles of citizenship finds a place. Pennsylvania has been working out new courses through a series of area conferences in which lay groups take part along with teachers and other educational leaders. New Jersey, New York, Delaware and Virginia are all engaged in overhauling their school courses, restating objectives, retaining and strengthening the older disciplines of proven worth, and introducing new subjects that should make for the better functioning of a free society. New York, in particular, announces an outline for a two-year course in United States history and world backgrounds for high schools. Children in our schools must drop their provincialism, their notion that all they go to school for is to learn how to outsmart their neighbors. They must learn to live together at home and among their foreign contemporaries. Such is the keynote of all the social studies as they emerge from state capitals and local planning committees.

WISCONSIN

Wisconsin schools act on the theory that training in citizenship cannot begin too early in the child's life or be suspended during any period covered by publicly supported education. Hence the program starts in the kindergarten and extends through high school. Questions have been set up for consideration and discussion, the topics ranging from the very simple to the more complex and difficult. Even the youngest learners can give thought to other persons in the school, the home, the neighborhood. First and second graders can and do discover important facts about their community and some of the things it does for its members, along with things they should do in return. And so the thinking and inquiry go on. Slowly but surely the concept of interdependence is built up. This region produces one sort of goods, that region another sort, and trade results. But there is something besides today. There was yesterday and there will be tomorrow. How did Wisconsin get to be a state? Where did its white settlers come from—and why? And what about the other states? History is approached informally, studied more formally in the eighth grade, reviewed and amplified in the high school. Problems of personal and community health receive attention. What are one's privileges and responsibilities in a democracy? How do we live and work and play and thrive together? How do we take part in governing ourselves? Finally, what are some of the major problems we as citizens of a great nation must try to solve? If any angle of good citizenship has been overlooked in this Wisconsin curriculum, it will be added by some committee of teachers, since the plan is largely of their making. No one handed it to them on a platter and said "This is it."

WASHINGTON

The State of Washington reports all sorts of projects in which schools join forces with other civic groups and leaders to carry out a program of educating for freedom. Student representatives meet annually at the state university to exchange experiences and techniques pertaining to student councils and the application of democracy in school and community. There is a statewide network of student debates which focus attention on public issues. Classroom teachers are alert to the need for racial and religious tolerance and along with these considerations a spirit of cooperation and good will is fostered at every opportunity. But the international aspects of citizenship are by no means neglected. Many of the state's young people correspond with students abroad. Assembly programs and graduation exercises are frequently centered around matters of world politics or economics. Sometimes the United Nations or UNESCO is spotlighted. Thousands of children work and learn through the Junior Red Cross. A bulletin on Education for Freedom has been prepared by the state department of education and has been distributed through the schools to parents. The great G. W. himself should be proud of what the state that bears his name is doing to make good citizens of its boys and girls and grownups too. They even stage a ceremony when young people reach voting age. As for naturalization, students visit the federal courts where this takes place. Civics has become a real and vital thing in that northwest corner.

CIVIC EDUCATION PROJECT

While statewide and local efforts to raise the level of citizenship continue, an important planning committee with special qualifications is at work in Cambridge, Massachusetts, studying this particular problem and hoping to come through with a realistic answer. The Civic Education Project, as it is called, is headed by Dr. Henry W. Holmes, long connected with the Harvard Graduate School of Education and Dr. John J. Mahoney who retired from the faculty of Boston University last June. These co-chairmen are assisted by a half dozen teachers on leave from secondary schools and by other university colleagues. Backed by a grant of some $150,000 from the Educational Research Corporation, this group is embarked upon a three-year examination of all the major questions involved in citizenship training. The present academic year will be spent on the problem as it pertains to high

schools. Next year attention will be switched to elementary and junior high schools. The following year will be given over to editorial work—the preparation of reports and especially of pamphlets available to teachers and pupils. Credit for inspiration of the project is given to Dr. Mahoney, whose book, *For Us the Living*, has supplied an outline of the committee's purposes. Here are some of the stated aims:

An adequate understanding of, and wholehearted allegiance to, the democratic way of life.

An appreciation of the rights, privileges, and protections which political democracy ensures.

A keen interest in things political.

Application of more intelligence in the conduct of political affairs.

Better political leadership.

A citizenry that is more law-abiding.

Intergroup understanding, respect and good will.

Economic democracy—needed understandings and attitudes.

A translation of the teachings of religion into civic behavior.

The group has no intention of writing a textbook in civics, nor of calling for abandonment of existing courses in history or other social studies and the substitution of new courses. It hopes rather to furnish material to assist teachers in making their courses contribute more directly to the development of intelligent and active citizens. Teachers will look forward with confidence to the results of the Civic Education Project as these are released from the committee's workshop only a few steps from the Harvard Yard.

SEMINAR ON DEMOCRACY

One quite serious problem of democracy is that of preparing teachers to teach not only the problems but the meaning of democracy. The town of Brookline, Massachusetts, an independent community within the city of Boston, has attacked the problem by means of a seminar that opened last October and has held fourteen weekly sessions attended by ninety teachers, kindergarten to high school; mostly from Brookline but a few from other places. An impressive array of specialists successively conducted the classes—including such leaders as Dr. Gordon W. Allport, Dr. Ethel Alpenfels, Dr. Thomas H. Briggs, Dr. Stanley E. Dimond, and Prof. Albert Morris.

Drs. Mahoney and Holmes of the previously described Civic Education Project also took turns at the Brookline seminar and were followed by Miss Doris Boyd, Charles Buell and Kenneth Sheldon, associates in the CEP. Various local organizations cooperated in sponsoring the seminar, which was endorsed and promoted by Supt. Ernest R. Caverly and directed by Dr. Jesse B. Davis, dean emeritus of Boston University School of Education. The program was aimed at helping teachers expose and correct the attitudes that undermine democracy. Topics considered included the origin and development of prejudices, the trick of generalizing, the doctrine of superior and inferior races, better international relations, needed economic understandings and attitudes and democratizing schoolroom methods.

STUDENT COUNCILS

Countless schools throughout the country have their student councils. No doubt some of these are so limited by faculty controls as to afford them little real scope for democratic functioning. But in many instances the students' representatives are granted wide powers in matters affecting the student body, and such powers are exercised with a degree of wisdom that astonishes their adult advisors. Sometimes the student councils extend their horizons by joining county or state associations. The laboratory school of Northwest Missouri State Teachers' College at Maryville recently brought together student leaders from a dozen nearby high schools to compare notes for purposes of increased effectiveness. From Portales, New Mexico, comes word of a movement to organize a state association of student councils. Riverside High School of Milwaukee, Wisconsin, through its student council, decided to adopt a school in France. Assisted by the Save-the-Children Federation, the Milwaukee students selected a school in Pont l'Eveque, a place ravaged by war and unable to provide proper facilities for pupils. Money raised through a paper drive and other devices was sent to the French school, letters were exchanged, and the Milwaukee students developed that larger sympathy that arises from intimate knowledge of specific needs and the attempt to help. Pupils in hundreds of American schools are writing letters to boys and girls in foreign lands and eagerly reading the replies. This proves much more than a means of stimulating language study, since it spreads good will and helps create a world neighborhood.

INDEPENDENT SCHOOLS

Private schools have so long devoted their energies to preparation for college that they have given little thought to directly acquainting their pupils with the demands of citizenship. But some of the better schools of this class are catching the vision and undertaking to lift their young charges out of self-centered activities into a clearer knowledge of life in a democracy. The director of admissions of a private institution, Friends' School of Philadelphia, ventures the observation that courses on the problems of democracy are all too likely to stress the problems more than the democracy. According to this spokesman, Mark F. Emerson, the school has instituted a program to deal constructively with all that democracy implies for Americans in the way of bettering human relations.

The famous Riverdale School on the Hudson just above New York has a cosmopolitan student body even now, with twenty different nations represented. But its headmaster and alumni are not satisfied. They have evolved an ambitious plan for an American World School which will cost $8,000,000 to establish, will occupy a campus near the present one, and will be dedicated to the training of leaders in international affairs. Loyalty to all mankind will be the underlying principle, according to Dr. Frank Hackett, founder and head of Riverdale School. Think of all that such a school, so close to Manhattan, may accomplish as a center of instruction for the children of diplomats assigned to the United Nations!

COLLEGES

On the college campuses much more is happening along citizenship lines than can be indicated here.

Student government groups are becoming more aware than ever before of their opportunity to bridge the gulf between undergraduate and adult living. Before us is one recent issue of a little magazine published by the National Student Association, which claims a membership of 800,000 college men and women. From this we gather that student groups are concerned with human relations from eliminating race prejudice at home to studying UNESCO and other agencies for increased understanding and good will the world over. Specifically, a program in human relations is in preparation that will provide facts and ideas for discussion by member groups in colleges and universities all over America. The association appears to have no political bias, no commitment to "isms"—just a common sense attitude of lively concern for active and effective citizenship of the sort that should make commencement more what its name implies and less of a shock.

WEIGHING THE FACTS

If citizens are to function intelligently, they must have access to the facts. While freedom of speech and of the press are guaranteed in our Bill of Rights, doubt is often expressed as to whether we actually have access to all we need to know. Do the reports reaching us through newspapers, magazines and radio bring us both sides and the middle—do they give us complete and unbiased data on which to form our judgments and make our decisions? Colgate University has set up a course in news reporting which includes as a principal feature the study of current media with reference to just those questions. No doubt other colleges and universities offer courses that pay some heed to this basic inquiry. Yet it merits more attention than it has been getting.

No survey of citizenship teaching, even one like this that touches only some of the high spots, could overlook the radio programs in which public issues are discussed or debated by people who know some of the facts at first hand. Millions of Americans, both young people and adults, listen each week to America's Town Meeting of the Air. These great audiences are admonished to listen to both sides and then make up their minds—generally an impossible feat because there is too much smoke of battle in the air. More valuable, though less popular, are the forum programs that are aimed more at finding a solution than at winning an argument. A shining example is Crossroads of the Future, sponsored by the Lowell Institute of Boston, in which speakers from various university faculties try to give the facts objectively and to reach common ground, generally with partial success. Again there are broadcasts by individual authorities in which factual reports are given and opinions clearly labeled.

Debates are more exciting but they settle nothing. On the other hand, citizens must get used to forensic wrangles and learn to analyze, criticise and compare—else how elect?

SELECTING SOURCES

Fundamental to the teaching of citizenship is the choice of printed materials. Freedom of the press obviously does not imply complete freedom of the teacher to introduce distorted or subversive matter into the classroom without counterbalancing it with opposite or saner information from other sources. Neither is it wise for a school library to offer its immature patrons an ill assorted lot of books and magazines admitted without judgment. A good deal of controversy has arisen of late as to who should do the selecting and what should be the standards. Kansas reports a battle between the state board of education and the school board of Wichita over a history book which the state board approves but the local authority does not. Again, the schools of New York City have a slow and cumbersome method of admitting books and periodicals to their approved list as well as a habit of excluding any such materials for undisclosed reasons. It is said to take a year and a half to get a decision on acceptance of a book by the committee of superintendents and the school board. Meanwhile the material, if it deals with current affairs, goes out of date. This entire subject of book selection needs clarification, the centering of responsibility, and the application of reasonable standards. Young Americans must not have their heads buried in the sand—or turned skyward and rendered dizzy by false notions offered in the guise of truth. So how do we find the middle way that is honest, safe and constructive? The answer demands more thought than it has yet received. After such thought has been given, putting the answer into operation will take a long time in so vast a country.

THREE LEVELS

Citizens may be rightly classified as good, medium or bad. The good ones behave themselves and do their share toward making self government a success. The medium citizens are content to keep out of trouble and let others run the government. The bad citizens are antisocial and stop at nothing but the policeman's gunpoint. The United States Department of Justice deals with many of our bad citizens and is naturally concerned with whatever makes them so and whatever may be done to raise them into a higher civic bracket. That same department also administers the naturalization laws. Hence it is a hopeful sign when the Attorney General and some of his top aides go into a huddle with educational leaders to see what needs doing to promote the best sort of civic consciousness and character. Such a meeting of minds occurred last May, when the third annual citizenship conference was held in the national capital, under joint auspices of the Department of Justice and the National Education Association. The conclusions were obvious enough. Only through education at home and in school, can the task be accomplished. More effort is needed to teach the meaning of citizenship to adults. The schools must redouble their work. Heaven grant wisdom and perseverance to all who are in position to influence people!

DETROIT MAKES A STUDY

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Citizenship Education Study
Detroit, Michigan

Three Boys Adrift on the Raft of Life

This is an article concerning three actual high-school seniors and all the other high-school students in our country. The boys' names are Glenn, Frank, and Lee and they attend a Detroit high school.

Glenn receives very high scores in standardized subject-content tests. His ability to interpret data and to grasp basic social concepts also is markedly superior. He follows this pattern of excellence in his expression of democratic attitudes. He lists few problems on the Mooney Problem Check List and his marks in school consistently are high.

Frank's pattern is different from Glenn's. Frank's scores on general and specific information tests are lower. He does a poorer job of interpreting data and grasping basic social concepts. His beliefs concerning democratic attitudes are less mature. He lists more problems in life and his marks are not as good. He demonstrates less growth emotionally as well as intellectually.

Lee is most in need of help and understanding. His grasp of subject-content information is meager. On tests of interpretation of data and on basic social concepts he scores very low. His democratic attitudes are unorganized and immature. He has many problems about which he is concerned and his school record, from the very beginning, shows repeated failure.

It may be surprising, even, that Lee has reached his senior year in high school. Studies now in progress[1] lead us to conclude that many students of Lee's background and ability drop out of high school before graduation.

Perhaps his immigrant parents have been the goad, driving Lee on toward educational heights beyond their own ability to attain. Lee, himself, feels a strong desire to complete, at least, his high-school education. Certainly, if high scholastic achievement were his only goal he would have left school long before now; yet his score on the Bell School Inventory indicates that he likes school better than either Frank or Glenn.

His student activities record may be the key to his continuation in school. Lee has participated in a larger number of more varied after-school activities than either of the other two boys. His interests range from football to dramatics. One can guess that should these extracurricular activities have been denied him he would have joined the thousands who, having found nothing to interest or benefit them, have left the schools for a more realistic life.

Glenn and Frank and Lee are only examples of millions of boys and girls sitting in our schoolrooms. They are typical of the great range of ability in American high schools today. Why is it that these young people are so different in achievement, in attitude, and in their democratic concepts? Is their development inhibited solely by the accident of birth, or by home and community influences, or by earlier schooling over which the present teachers have no control? Can schools do anything to make these boys better citizens?

Citizenship Education Study

To find answers to these questions the Citizenship Education Study of the Detroit Public Schools and Wayne University was started in 1945. The basic purpose of this five-year Study is to increase the understanding, interest, competence, and participation of boys and girls in good citizenship in order that they may become better, more active citizens throughout life. The Study is financed by the Volker Fund.

Eight Detroit public schools are involved—four elementary schools, two junior-high schools, and two senior-high schools. These eight schools represent a cross section of life in Detroit.

The individual school is the unit of operation in the Study. It is believed that a school is a social organism and that the entire school must be involved if better citizens are to develop.

The staff of the Study is composed of eight members who work cooperatively with faculties on school problems. The administration, teachers, and the Study staff together are developing a coordinated program for improved citizenship education in each school.

Special consultants have been brought to the schools at various times. Instructional materials necessary for the inauguration or completion of special projects have been purchased. Principals and teachers have visited other schools in various parts of the country. Each of the eight schools has its own citizenship education library.

The chief procedure, however, has been the conference or workshop session. Substitute teachers, furnished by the Study, enabled classroom teachers to particiapte in these work sessions. Groups of teachers have made progress toward solving significant problems by using this method. Many hours, also, have been given by these teachers in after-school or week-end sessions.

Evaluative devices, an important part of the Study, include detailed logs of school activities kept by staff members. Questionnaires of various types have been used with students,

[1] *Unpublished data of the Citizenship Education Study, Detroit, Michigan.*

teachers, and principals, as well as informal interviews, which have helped to determine the tenor of a school and any changes in philosophy or procedures. Data are being collected from health, police, recreational, and other community agencies. The testing program includes Objective tests in the social studies, with critical thinking, given each year to the June graduates of each school. Also included are tests of school and personality adjustment. Individuals or groups of teachers in each school evaluate specific projects developed within that school.

We Are Learning!

The evidence is still incomplete. The Study has not run its five years, but the trend is obvious. One can produce an environment which will, in turn, assure better citizenship if one believes in and works toward the following goals.

Teachers must try sincerely to understand their pupils better. Recent studies in child growth and development can be of great assistance. Rath's eight basic needs of children[2] should be incorporated into the thinking of every classroom teacher. Studies by Fults[3] and Feyereisen[4] show that as these basic needs are met, not only do boys and girls have fewer problems but also that academic achievement increases. Schools will be able to develop better citizens in so far as they are able to develop boys and girls in school who are better adjusted emotionally and mentally.

2 *The need to belong; the need for achievement; the need for economic security; the need to be free from fear; the need for love and affection; the need to be free from intense feelings of guilt; the need for self-respect—to share in decision-making; the need for personal integration. Louis Raths, Unpublished lecture notes, New York University.*

3 *Anna Carol Fults, "Improving Learning Through an Emphasis on Human Relations in an In-Service Teacher Education Program," Unpublished doctoral dissertation, Ohio State University, 1947.*

4 *Kathryn Feyereisen. "Improving the Learning of Pre-Adolescent Through Emotional Needs Therapy," Unpublished doctoral dissertation, Ohio State University, 1947.*

To help with this better adjustment, some suggestions can be made. Pupils who remain with their teachers longer periods of time can better be understood by those teachers and, consequently, can become better adjusted. Problem check lists, studies of friendship patterns, better student records, and more effective use of the conference or homeroom period can all lead toward improved understandings and improved citizenship. As teachers come to know their pupils better, they are better able to satisfy pupils' needs and a better type of citizenship results.

The meaning and practice of democracy must be taught and lived in the classroom. Most boys and girls do not have any clear understandings about democracy. Hundreds of student papers on the subject of "What Democracy Means to Me" demonstrate that high-school seniors think of democracy almost exclusively in terms of rights, rarely in terms of obligations.[5]

Paragraphs on the meaning of democracy can be written and discussed by classroom groups. Units of work about democracy can be taught—democracy in family life, in school life, in government. Units on the story of America contrasted with totalitarian forms of government can be developed. Students can be helped to develop their own criteria concerning democracy which they can then use to test past and present events in history or in their own classroom situation.

Teaching about democracy without opportunity to practice it is futile. Students must be given the chance to participate in an honest student government, one capable of making some important decisions. In the classroom, teacher-pupil planning can provide opportunities for democratic practice. The multitude of service and extracurricular groups offer opportunities for democatization. Any contacts with the neighborhood—excursions, surveys, interviews—leading to the improvement of conditions in the school community are profitable ways of giving practice in democratic living.

5 *Unpublished data of the Citizenship Education Study, Detroit, Michigan.*

The social atmosphere of the school must be friendly. As pupils, teachers, administrators, parents—everyone connected with or affected by the school—acquire better understandings about each other, the social climate of the school can be improved.

If the school and home are ignorant of each others' goals and problems, citizenship suffers. Parents must be made to feel at home in school and opportunities should be provided for them to visit the school often. Teachers and parents, in an ideal situation, can often relay valuable information about the child to each other. Working together they accomplish much more.

The school should attempt to keep the parents informed about its policies and philosophy. It should instigate or join with community projects, when possible. It should attempt to be cooperative at all levels of operation. The best citizen will be produced in that situation where school and home are pulling together for commonly-accepted democratic goals.

Problem solving must be taught. Boys and girls must acquire skills which will aid them in the solution of social problems. Our problems multiply at such a rate that when we try to teach the answers to yesterday's problems we find too frequently that those answers do not apply today. However, students, taught to apply logical steps to the solution of one type of problem may use the same formula when confronted with other problems. Helping students to learn techniques for solving serious social problems is a necessity in a democratic society.

Three Boys Again

How do these things affect Glenn, Frank, and Lee? They already have affected them. Throughout their school years they have been acquiring traits and practices which will help to determine the degree of success with which they will function in an adult world. Their ability to cooperate with others, their feelings

about their rights and obligations in our society, even their subject-content learnings all have been affected and modified by forces in operation over which they had little control. How could we have helped them more than we have? How can we help the multitude of other boys and girls following after them to become better citizens?

Schools will be able to develop better citizens as they give increased attention to the emotional and mental adjustment of pupils. As teachers come to fulfill their guidance function, they are better able to satisfy pupils' needs and a better type of citizenship develops.

The democratic way of life can be taught better. Opportunities to practice democracy as well as to study about democracy must be provided.

The social atmosphere of the school must be such that teachers, pupils, and the principal can work together with a maximum of harmony and good will.

School-community relations must be of a high order. The school should cooperate with the community at every opportunity, for in schools where parents have been brought into closer contact with the school and have worked more directly with teachers, better citizenship has resulted.

The problem-solving process, not answers to yesterday's problems, must be taught. In this way each student will have a key to the solution of any problem confronting him.

ON READING NEWSPAPERS

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1. Newspapers?

That is right — "Newspapers" — the word is used in the plural intentionally. Most Americans have at least two different newspapers available to them on the same day. Perhaps both are morning or both are evening papers that are published in the same city or perhaps they are published in two different cities located some distance apart. One may be a morning and one an evening paper. For the best understanding and interpretation of the news, they should be read together, department by department—general news, local news, politics and government, education, finance and business, editorials, sports, special features, and advertisements. To one who desires a well rounded impression of our current social scene, all of these departments are important. There are many occasions when an event in the national political field has an immediate effect upon stock quotations or upon local governmental procedures. Such relationships, involving cause and effect, are just as much a part of the news as are the basic facts themselves.

2. Headlines

In most newspapers, headlines are helpful to the reader in making a quick classification of the nature of each news article that is published. The headline will indicate whether the article deals with the political situation, with the current sports season, or with the trend of prices. Most people use the headline as a guide in determining whether or not the article under it is to be read or is to be skipped. To the careful, thoughtful reader, the headlines in his two papers will indicate something about the editorial policies of the rival sheets.

Differences in headlines may raise such a question as: Why is it that a story about Communist activities rates a banner headline across eight columns in paper "A" while the same story, written in somewhat different style, rates only a one column headline in paper "B"? Another significant factor in some headlines is the fact that their wording may reflect definite editorial policy. If one political candidate is referred to as "blasting" or "exposing" his opponent, the attitude of that paper toward both of the candidates becomes reasonably apparent. Some newspapers definitely try to mold opinion and to sway emotions by their choice of words and phrases in their headlines.

3. Sources

A careful and discriminating reader of newspapers will make a mental note of the source of the article which he is reading. The initials "U. P." or "A. P." mean something in terms of accuracy in news reporting. The "By Line" showing the name of an individual reporter, columnist, or feature writer also will carry some weight or may, in certain instances, provide a warning signal. At any rate, the source of a news article, if it is known, will help the reader in making an estimate as to the article's validity and worth. Critical thinkers will be more likely to accept material from a known source which has established a place of respect than a report which is printed with no indication of author or source.

4. Position

The placement of a story in the papers may be significant. There

are some items which would secure first page placement in practically any American newspaper. But in the two papers now being considered, an item which appears on the front page of paper "A" may have been relegated to page 3 of paper "B". What is the relative effect of such differences in placement upon the development of public opinion on the part of the people who read only one of the papers and who therefore do not know where the article may appear in the other paper? Again, by placing the story in one place or the other, the editor has used a means of indicating the editorial policy of his paper. The placement of some articles also has an emotional reaction upon certain readers. This should make an impression upon the careful student of the news and he should question in his mind the motive which leads to the choice of places assigned to various parts of the news being reported.

5. Length

The editor or some member of his staff also has decided how much space shall be allotted to the various stories that are published in today's paper — in fact, they have reduced some stories to zero and have omitted any mention of them from their paper. This allotment of space reflects editorial policy as well as the exercise of judgment as to what kind of news will interest the paper's readers.

By a combination of these three factors: a compelling headline, a prominent placement on page one, and trimming the story to a popular length, the editorial workers in a newsroom may exert a very real influence upon the degree of attention which a given article will receive.

6. Editorials

By the time that the reader has covered the news story sections of the papers and has formed a fairly clear impression of what has been happening in the world at large and in the local community in particular, he is ready for a consideration of the editorial page. It may prove helpful for him to stop and ask himself a few questions before reading this page; questions involving an evaluation of the news stories in today's and in yesterday's papers. What would the reader select as topics for editorials on this particular day? What events need clarification; which ones are worthy of special consideration and comment? It then becomes a matter of interest to see whether or not the newspaper editor agrees with the reader in the choice of topics for editorials and in the treatment of those topics. It is not good intellectual practice to accept without question or discrimination either the topics chosen by the paper for its editorials or the opinions expressed about the topics that are chosen. We need to preserve our individuality of opinion, even though we may be in general agreement with the established editorial policy of one paper or the other.

An interesting form of editorial is the daily cartoon. This represents just as definitely an attempt to mold opinion and to sway emotions as does the printed word. Perhaps it still is true that "one picture is worth ten thousand words."

7. Prices

It is not necessary for a reader to own stocks and bonds in order to maintain an interest in the daily reports of the New York Stock Exchange, the Curb Exchange, and the various commodity markets. The trends of prices for stocks, bonds, and commodities are practical reflections of some of today's and yesterday's news events. They may also help to forecast tomorrow's news stories. It is true that the price of U. S. Steel stock still corresponds to a sort of barometer reading, indicating business, financial, and industrial pressures just as a mercury barometer indicates atmospheric pressure. If the prices of hogs, butter, eggs, and cotton are moving up or moving down, these changes had causes — sometimes simple causes but more often complex ones — which have grown out of events that were in the news a few minutes, hours, or days ago. It may be that the stock market quotations help the newspaper reader to determine how much importance has been attached to certain past events by the business world.

Prices which are closer to home for many readers are found in the papers' advertisements. These will include advertisements for food, clothing, furniture, equipment, jewelry, furs, and many other materials. Even if we are not interested in buying clothing or furniture, it is worthwhile to note current price levels for such things. Significant facts can be gathered from prices on used cars, household appliances, and musical instruments, in the classified advertising columns.

8. Conclusion

The daily newspaper is a practical essential in the kind of life which we lead in America today. The radio, the news reel theater, the weekly news magazine, and television have not displaced the daily paper — they do supplement it. But there is a great variation in news coverage and in news interpretation from one paper to another. It is largely because of inequalities in news coverage and in editorial policy that the well informed reader — he who desires to be well informed — is advised to read two daily papers and to read them in direct comparison with one another.

The reader also is advised to think as he reads — to ask himself why news stories are arranged in a certain sequence, why they are of a certain length, why some are chosen as the subjects for editorial comment while others are not.

It is not enough to know that a certain event happened yesterday afternoon or this morning. We should try to see that event in its relationship to the other factors in the local or national or world scene. We should try to look ahead and see what the possible and probable effects of that event will be in the days that are to come.

An adequate understanding of the news events of the world will help us to plan our own lives more rationally and to have a better appreciation of the factors which influence our daily thoughts and our activities.

DENVER'S USE OF PROBLEMS COURSE

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There is little, if any, disagreement among educators concerning the major purpose of education. Since all, or almost all, of us are committed to the same ideology, there is general acceptance that the basic goal of education is to foster, promote, and develop democracy as a way of life. However, in the implementation of this major function, there are several different points of view. Some believe that if democracy is to be preserved and improved, there are certain bodies of knowledge, part of our cultural heritage, which must become the equipment of every individual. Other educators conceive of democracy as a way of living and, hence, as a way of behaving. Proponents of this concept recognize the ultimate goals of education as those behaviors which further the democratic way of life. In other words, education must be concerned with helping boys and girls to develop democratic attitudes, habits, skills, appreciations, interests, ideals, and ways of thinking. This does not mean that facts and information become useless but, rather, that their use becomes meaningful because they have purpose.

The latter concept demands that the goals of democratic education encompass the kinds of behavior which are desirable in the individual citizen. If education is to become a potent force in fostering and developing our democratic way of life, every possible method and technique of instruction should be employed to help youth to acquire behaviors which further their growth toward the democratic ideal.

The citizenship education program in the Denver Public Schools is based upon the belief that the attitudes, habits, social skills, and other behaviors of youth determine their effectiveness as members of a democratic society. Therefore instruction is pointed toward developing, changing, and fortifying behavior.

It is recognized that behavior development cannot take place in a vacuum. Although traumatic experiences, association, and other factors influence behavior development of the individual, the most fruitful approach to helping boys and girls to achieve these important goals seems to be through helping them to solve problems which are meaningful and significant to them.

Since personal, social, civic, and economic problems of youth usually cut across several subject-matter areas, traditional course offerings in the secondary schools do not lend themselves to adequate consideration of problems which boys and girls face in their everyday living. For this reason, in 1933 the Denver secondary schools began experimenting with a core or general education course. This course may be defined as that part of the total school curriculum in which an attempt is made to help boys and girls to solve common problems which are meaningful to them for the purpose of developing in them democratic attitudes, habits, social skills, and other behaviors.

When pupils enter the junior and senior high schools, they are grouped in classes of approximately thirty-five. Many criteria are used in grouping, one of which is a range in academic aptitude. Each class is assigned to a teacher who has elected to work with the group on common problems and to serve as counselor. In junior high school the group works with the counseling teacher for a minimum of one-third of the school day. In the senior high school the group works with the counseling teacher for a minimum of one-sixth of the school day. In both situations the teacher retains the same group of pupils in the core or general education program for three years.

In the general education class, teacher and pupils deal with problems which are common to the group. Since each pupil also has problems which are unique to him, the counseling teacher is given time within the school day to counsel with individuals.

The scope of the experiences provided in the core or general education program is as broad as life itself. For this reason, the basis for identifying problems is found in some thirteen areas of living. These areas are: 1. Living in the community — local, state, national, and international. 2. Developing and maintaining physical and mental health; 3. Living with others; 4. Personal living; 5. Developing saleable skills; 6. Family living; 7. Purchasing and using goods and services; 8. Understanding and utilizing technological developments; 9. Worthy use of leisure; 10. Producing goods and services; 11. Enjoying esthetic experiences; 12. Communicating ideas; 13. Conserving natural and human resources.

There is, of course, some overlapping in these areas of living. However, since all, or nearly all, of the life experiences of pupils will fall within one or more of these areas, they serve well as the scope for a life-experience program.

As the teacher develops the common problems curriculum with his class, the areas of living serve as a frame of reference from which meaningful problems are identified. It is assumed that, as the class progresses through three years with the same

teacher, problems from every area of living will be given consideration.

Problems are identified in several ways. In the first place, preplanning or anticipatory planning is carried on by teachers who are working with classes at the same grade level. In these planning sessions, teachers draw upon past experience, upon knowledge of their pupils, upon literature in the field, and upon many other resources to obtain help in anticipating life problems of pupils. With this background they then plan with their pupils to identify the major concerns which will be be given consideration during a semester or a year. Through this procedure members of a twelfth-grade class in one of the high schools of Denver have arrived at four major problems which they expect to explore during the current school year. These problems are: "How can we prepare ourselves for successful marriage?" "In what occupation does each of us have the best chance to succeed?" "How can we get the most for our money?" and "What part can we play in making world government a reality?" Further planning occurs as each major problem is approached so that specific problems may be identified and so that responsibility for solving the specific problems may be shared by everyone in the class. Although it is essential that many facts and much information be unearthed in the solution of the problems, the objectives which are planned cooperatively are behavioral in nature.

This brief description of the core or general education course in the Denver secondary schools, although an important aspect of the citizenship education program, is not the total program. Almost every teacher of every subject field is assuming responsibility for some phase of citizenship education. For example, the required course in American history is approached from current socioeconomic problems. In addition, much is being done to develop student councils so that they function democratically. The citywide student council has been very active in solving a number of significant community problems.

In summary it may be stated that the approach to citizenship education which is being made in the Denver Public Schools is that of helping pupils to develop democratic attitudes, habits, skills, appreciations, interests, ideals, and ways of thinking through the solution of life-problems which are meaningful to them. Every effort is being made to direct the instructional program toward the realization of these goals.

BEWARE OF MADE-TO-ORDER "SCIENCE"

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Education has witnessed the establishment of a new discipline, but has not yet named it. It might be termed "political science," with no reference whatsoever to the venerable study of government. It is the distortion of science in the service of a political goal.

What "political science" lacks in numbers of proponents is more than balanced by the fervor with which it is advertised and the central control of its publicity. How does it operate? How does it counter our common aim of truth-seeking?

Hitler's Germany was the first instance of synthetic science on a national scale. The problem was clear. Honest scientists did not recognize the proposed racial groups, nor, if they were accepted for argument's sake, did they find evidence of the desired differences in characteristics. "Political science" supplied the *ersatz* for honesty. Many found it tactful, to say the least, to discover the needed "facts", and were assisted by an increasing number of individuals with that distressing combination, sincerity plus ignorance.

If the facts do not fit, bend them until they do. If more are needed, make them to order. Have the result one hundred per cent conclusive. Propaganda does not thrive on the cautious evaluations of honest science.

The goose step of Nazi scientists has faded into the distance. But the feverish effort to discover only what is "ideologically correct" is now carried on in the Soviet Union.

That political goals in the Soviet Union determine what a scientist shall find in nature was shown dramatically by the manner in which A. R. Zhebrak, a biologist, was discredited in 1945. He had defended the importance of biology and genetics, and in doing so was said to have neglected the significance of the nature-nurture controversy for the class struggle.

As Americans we *read* of, and naturally understand *intellectually*, that science is being distorted. We comprehend Sir Henry Vale's resignation from the Soviet Academy of Sciences on November 25, 1948. It was the protest of this Nobel Prize winner against the arrest and subsequent death in 1942 of N. I. Vavilov, a Russian geneticist, for opposing the party line on his subject. But have we realized *with full depth of feeling*, as well as intellect, the colossal cynicism required to state officially and publicly that the scientific method must report only results favorable to the police state?

"Since genetics is anathema in Soviet Russia," Waldemar Kaemp-

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ffert reported in *The New York Times*, "Zhebrak had to go." True to the tradition of "political science," genetic factors are not allowed even a small role. It must be all or nothing.

Soviet science recognizes Darwin's tentative view that environment caused variations in species, and that extra food played an important part in the process; this places convenient stress on the surroundings. However, his doctrine of natural selection on the basis of fitness emphasizes biological factors, and, like other inconvenient ideas, is quietly omitted.

Kaempffert states further that to T. D. Lysenko, currently favored Soviet researcher, "genetics is just a bourgeois invention to make the well-to-do classes seem superior." According to Lysenko, good nourishment and favorable environment would eliminate *all* feebleminded-ness, since genes and chromosomes receive no credit whatsoever for human traits. Hereditary resemblances of plants and animals are due to nutrition and other elements from the surroundings. Apparently a change of diet would mean a change of species!

An English scientist, Eric Ashby, has asserted that Lysenko's claims to changing winter wheat into spring wheat, and other efforts with potatoes and rye, are not only inadequately substantiated, but based partly on *selected* seeds in subsequent generations. There is probably no free investigator who would agree with Lysenko's semantic acrobatics which define "heredity" as if it were "physiology" and lead to the conclusion that we inherit only acquired characteristics.

These paragraphs do not aim to magnify the effects of "political science" in our own classrooms. They are written simply to express the view that they are sufficiently disturbing and dangerous, when present to any degree whatsoever, to be worthy of definite attention.

In the writer's opinion and experience, echoes of "political science" may be detected in such trends as these:

1. A tendency to consider it quite proper to indulge in facile distortion and selection of data to "prove" a point.

2. The exaggeration of cultural determinants of personality, making them not only important, but the *sole* determining factors.

3. Application of the results of animal experiments to human behavior only when convenient for the reporter. For example, the writer has heard "cooperation" of rats to get food pellets from a problem box regarded most optimistically as a comment on human relationships, because it stressed the role of environment. On the other hand, evidence suggesting that aggressive and timid rats breed, respectively, aggressive and timid rats, was left coldly in the realm of the rats; it would have stressed heredity in an unwanted manner.

4. A scant half-dozen creeping "wild children", whose case histories would rate "F" in an elementary mental hygiene course, may be offered as evidence that erect posture in humans is a mere whim of our society.

5. Doubt cast on *some* instinctive behavior, such as rat-killing by cats, is discussed as if it proved that there is no unlearned behavior at all.

6. Individual differences are considered without sufficient reference to biology and physiology.

Thinking such as that in the samples may not appear every day in every classroom, but when they do they are in the true tradition of "political science." The trademark is the one hundred per cent conclusion hooked up, intentionally or not, with a propagandistic goal. By its very nature "political science" cannot afford honest consideration of all pertinent data.

The writer submits that at no time in history has science revealed that everything that went before was bad, and that its evil was attributable to one factor, such as the environment. Step by step science has discovered enough truth for gradual progress. Hence honest science is liberal in the

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truest sense of the word. It is open-minded about the errors as well as the verities of the past and present. It favors cautious advance as its light illuminates the road ahead.

To distort science for any purpose is not only dishonest but dangerous, for it is a departure from truth. To guard against such distortion in classrooms is a clear educational duty and one that must be kept in mind in citizenship training.

NOTES ON A UNESCO CONFERENCE

IDABELLE YEISER

One major interest of any group today is war—will there be a third world war? How can we prevent it if we are not already too late to do so? We have divided the causes of war into three categories, psychological, political and economic, but attention has been directed, for the most part, to the last two. Even UNESCO is geared chiefly to the latter causes, despite the statement in the preamble of its constitution that "it is in the minds of men that the defenses of peace must be constructed."

We who are interested in education should be interested in UNESCO, for here is an instrument for attacking on the world scale the psychological causes of war. The weakness now is the small budget, but if the UN statesmen could be made to see that crux of understanding lies in education, they might see the wisdom of allotting more money for this area and less for the instruments of destruction.

UNESCO's aim of emphasizing world understanding was demonstrated through the first Seminar at Sevres, France, in 1947. Over 80 delegates from 31 countries attended to consider educational problems, but the richest part of the experience was the opportunity to exchange ideas with so many different personalities. What were these people thinking? What concepts did they have? Let us examine a few.

The Egyptian who felt that large nations buy and sell small ones within the United Nations; the East Indian who felt that internationalism as discussed in England or America was not "wide" enough as it implied only *western* culture and who threw out the challenging question, "Is anything being done to broaden this attitude?" The Chinese who recognized the backwardness of the large masses of his people, and who believed that backward peoples could be developed more rapidly, but as he said, this is often not in the interest of industrialists nor of governments.

All this points to the need for stretching our vision and the vision of those we teach to develop citizens who transcend provincialism and nationalism and reach out to the peoples of the world. There is a re-emphasis in the aims for International Understanding that were discussed at this seminar: knowledge about other people and their economic needs; elimination of international misunderstandings; development of sympathy, interests, personal responsibility, principles, ability to estimate relevant factors in a problem and to interpret facts in the light of criteria, and spirituality which transcends the particular culture; respect for the rights of the next group or nation; and self-criticism, eagerness to learn and change ourselves.

Suppose we now examine the materials and techniques that may be used to achieve these aims.

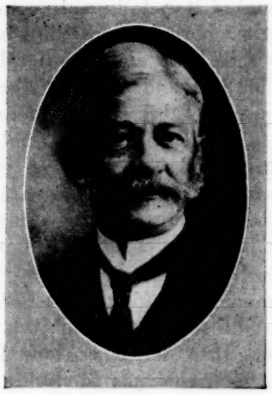
America seems willing enough to use new tools in every field except education. Farmers welcome tractors, housewives electric washers, but educators have not yet sold the public on buying the new equipment needed in their field. What is needed?

Books, of course—including new books that paint fair pictures of all peoples—but more than books. Exhibits at educational conventions now emphasize visual aids—slides, movies, radio and even television. The exciting part of all this visual display is that commercial firms are anxious to cooperate with educators in making these devices part of the school.

Radio and television can help bridge the gap between rural and urban opportunities. This does not mean a common pattern of education for all, with no reference to the local environment. Yet certain basic concepts must be understood by all if we are to have a united front for peace, and radio, television and movies can help to offset discrepancies between rural and urban environments.

Parents, too, will have to acquire new goals through adult education. This phase must be considered seriously unless we are to defeat our own purposes.

Here are two points of view. One parent says, "I want my child to be obedient, to be less troublesome and be more admired. I would like to see him stand well in his classes and be tidy and polite." Another says: "These are my aims for my children as an adult: Intellectual curiosity; freedom from racial and social prejudice; relaxation enough to en-



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joy leisure but not so much that he cannot enjoy work to the full; independence of thought; sense of responsibility to contribute something constructive to the world; ability to enjoy the good things of life which cannot be bought; sense of humor; desire to have a good family with children."

Do we not want more adults to have this long-view vision? Is our educational set-up such as to help such a parent as the latter accomplish these broad aims, or are we as educators more like the first parent, fixing our attention on too short a goal?

New tools require new techniques. Piaget, head of the International Bureau of Education at Geneva, summed up admirably a modern concept of educational techniques. He felt that the problem facing international education is essentially that of "guiding the adolescent, not towards ready-made solutions, but towards a method by which he can construct solutions for himself." Piaget stated two basic principles: "that the only real truths are those that one builds freely one's self, and are not those received from without; that moral good is essentially autonomous and cannot be prescribed." In short, techniques must be such that students discover truths for themselves. It is not only knowledge itself one needs, but a method of research, a way of finding out for himself, weighing evidence, and drawing conclusions when no teacher is about. This leads us to the teacher.

The teacher is the guide. Education can be only as forward looking as the teacher, or, given a forward looking teacher, as the administrator, permits that teacher to be. One of the aims previously stated was "self-criticism." We are prone to blame our failures on conditions outside of ourselves. For example, we say the children of today are barbarians. Here are two quotations. "The children now love luxury, they have bad manners, contempt for authority, they show disrespect for elders, and love to chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, and tyrannize over teachers."

"Our earth is degenerate in these latter days. There are signs that the world is coming to an end. Children no longer obey their parents. Everybody wants to write a book." The first quotation was written by Socrates more than 2000 years ago; the second by an Egyptian priest in 4000 B. C. So we can throw out that alibi and know that our children are no worse today than they have ever been.

Most adults just do not see through the eyes of children. A high school student in Philadelphia sent an article to one of the newspapers in which he said: "Employers don't look at a man who wants a job and say, 'What is the subjunctive mood, perfect past tense of the verb run?' No, they say, 'Can you work? Have you had experience?'" This youth felt that we need men who have cultural backgrounds, but practical approaches, men who can meet a situation and who can solve it, and he advocated for students, "through Milton teach them beauty, understanding and culture, but through experience teach them work."

What a challenge this is to a teacher! Facts plus experience. Books plus the new tools to create familiarity and confidence of approach. John Wu, the minister of China at the Holy See, brought to the UNESCO seminar some philosophy worth sharing. The traditional Chinese ethics, he said, recognized five cardinal relationships of man: king and minister, father and son, brother and brother, friend and friend, and husband and wife. The relationship between teacher and pupil is not among these five, because the teacher was regarded as transcending them all. If only teachers today would accept this high place for themselves, —not in smug, superior sort of way, but with humility,—they might obtain the recognition due them, for as an ancient Chinese philosopher says: "When a superior man knows what makes education a success and what makes it a failure, he can become a teacher of others; thus in his teaching, he leads and does not drag; he encourages and does not discourage; he opens the way but does not drive to the end. Leading and not dragging produces peace of mind. Encouraging and not discouraging makes attainment easy. Opening the way and not driving to the end makes the pupil think for himself."

So much then, for the teacher, but what shall we teach? Subject matter, yes. How much or how little, each school area has to decide that for itself. The amount is not the important part; the values are—the basic, human values, that can be derived from what we teach.

One of the basic values is service to others. Heretofore, we have stressed in our teaching wars, conquests, material progress. Ours has been a psychology of greed, competition, rivalry. We can serve and still have, for the law says that the more we use our talents and gifts the greater they become. Spiritual values must permeate our teachings if the teachings are to have lasting effects. We cannot isolate spiritual values, however, nor build a separate course to try to teach them. They must be derived from all teachings, helping the student to get an understanding of true charity and faith. We live on three planes, the physical, the intellectual and the spiritual, but one should not be divorced from the other. We need the integration of all three. Physical and intellectual development are already stressed in our schools. Today we need to permeate these with true spiritual development so that we can have inspiration, inspiration that will goad us into action.

In summary, then, education needs a broadened philosophy that includes all humanity; materials and techniques that will help us interpret it to those intrusted to us this world community; and a broader vision of what we are to teach,—that is a consciousness of the ideals that must be part and parcel of the subject matter we attempt to put over. We

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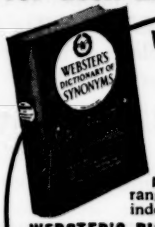

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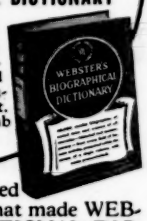

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must all be master teachers, moved with the strong desire to lift humanity from the throes of fear and materialism toward a goal of peace and security built on faith in one another. We must not get discouraged for no great movement materializes in one generation. We as educators are instruments that can wield great power. Just make sure the power is constructive. "Service to others" may serve as a guide post and keep us on the right track.

My Teaching Is Easier Because...

Two suggestions for which Dr. Sorensen of the University of Denver is responsible have proved their worth in practice.

Having students take turn keeping a log of class procedures gives them practice in listening, selecting the important, expressing it briefly and pointedly. The log is invaluable for reference—to absentees, for example. Errors seem more significant to students than in ordinary compositions because of the immediate practical factor that they may misinform fellow students.

A planning committee, elected in each class the second week of schools to represent the students and cooperate with the teacher, can take charge of such routine matters as ventilation and arrangement of chairs as well as hearing any complaints that may arise. If, in my enthusiasm, I am trying to cover too much ground too rapidly, the committee will let me hear about it. This plan has brought about very pleasant student-teacher relations.

MARION S. WALKER
Head, Department of English, Nutley (New Jersey) High School

My discovery in teaching has been that subject matter is secondary to the prime necessity for the ability to think. Grandiose objectives in the fields of literature and rhetoric remain futile without the basic principle of clear thinking on which to build.

When I found that John or Mary couldn't master the essays of Emerson or the essentials of Patrick Henry's speech in the Virginia Convention—I realized the fault was not Emerson's or Henry's or even mine. The fault lay in the students' inability to follow the trend of the author's thought.

Consequently, in my classes we analyze (to a greater or lesser degree, according to the ability of the group) the thinking processes involved wherever ideas are to be found—conveniently enough in all literature and rhetoric.

For instance, a discussion, briefly outlines as follows, comes early in each terms work:

I. How to think; A. Analysis of problem scientifically, B. Analysis of

source materials, references, authorities, C. Conclusion drawn from known facts;

II. Why to think; A. Avoid confused thinking, B. Avoid propagandistic forces, C. Avoid wrong action.

III. Result of thinking; A. Independence of the individual, B. Intelligent action, personal and communal, C. Progress in a democratic society. Therefore the literature and rhetoric to be studied for the term are considered in the light of how we think, why we think and the results of our thinking. The results are slow in coming but they are most assuredly sure.

How many adults have thought through clearly the Marshall Plan, atomic control, democracy versus communism, the Declaration of Independence or even the Ten Commandments? Of what value are the facts and figures in each of these areas without the ability to think them through to a logical and sensible conclusion?

If we can condition our young people today to think before doing—there is a hopeful possibility that tomorrow's problems will be alleviated rather than multiplied.

RUTH GIFFORD ARNOLD
Emerson High School,
Union City, New Jersey

HOW TEACH CONTROVERSIAL ISSUES?

SAMUEL STEINBERG
Stuyvesant High School
New York City

The disquieting picture of witch hunts throughout the land makes this question a timely one. Pressure groups that yell for blood militate against the balance that is so essential to effective teaching of controversial issues.

There is a great deal of content in the social studies that is not controversial. For example, the superiority over competing ideologies of our form of government, as expressed in our written and unwritten Constitution, is not for us in the schools a controversial issue. Effective methods in the teaching of the democratic creed can be achieved only when the teacher, using scientific method, has a passionate and abiding faith in democracy. Such a faith, expressing itself through the language of the eyes, the voice, the very countenance, will give the lesson a direction and a strength that mere manipulation of techniques, no matter how good, cannot yield. Such a faith, too, will orient the teacher to a loving understanding and exposition of the good as the best attack on the bad.

Content is controversial when the proposed solutions to a problem generate conflict among responsible sections of our citizenry. An illustration: That there is a pressing and urgent need for housing is not a controversial issue. Our unwritten Constitution has grown in the twentieth century to the point where we believe that the government must concern itself with certain social services if the individual is to survive. Housing is one of these. But, that the need for housing is to be met by private enterprise or/and government subsidy is a controversial issue.

The ultimate aim must be the nurturing of the *inquiring mind.* And the method by which we achieve this objective is that of science alone. The only passion that the teacher may permit himself in teaching a controversial topic is devotion to the truth. An illustration: The other day I came upon an ably taught lesson on the Berlin crisis. The class had been discussing American-Russian relations, having previously read newspapers and magazines. When it seemed, judging from the trend of opinion, that Russia had no case at all, the teacher gave quite a bit of time to a youngster who had brought in an article clipped from the September 10 issue of *The United States News.* The article, entitled, *U. S. Blunders in Berlin,* was written by Thomas F. Hawkins with the blessings of David Lawrence, editor. The student read the article. The class was nonplussed. Sharp discussion ensued. The trend of opinion was beginning to swing the other way when the teacher stepped in with a few questions: Would it be important to find out the politics of *The United States News?* Does the fact that it is Republican prove that Mr. Hawkins and Mr. Lawrence were simply trying to discredit the present Administration? What facts cited by Mr. Hawkins constitute evidence? What statements are mere opinion? etc., etc.

The net result of the lesson I described was enthusiasm, spontaneity, individuality, and the weakening of dogmatism and prejudice. There is no conclusion to a controversial issue in the classroom. Even the community has not yet arrived at a definite answer. The teacher has done enough when he has engendered an abiding interest and when he has equipped the student with the know-how of making further inquiry.

What happens when the teacher's views get in the way of an objective inquiry? If he is a professional person, the dictates of his profession will transcend his pet loves and hates, no matter how reasoned they may be. But if the strength of his convictions exceeds the potency of his professional tenets, he must hang out his shingle for all to see. "Boys, I warn you I totally disapprove of our policy in Germany." Candor is the best policy. There are a number of external conditions that the supervisor must take into consideration. The teacher is living to-day in a com-

munity in which the average citizen, far from being a Diogenes, challenges the school with the question, "Are you for us or agin us?" In the face of such painful and ineluctable situation, every social studies teacher who is not a disembodied spirit, will sooner or later be under suspicion of some one pressure group in the community. Added to this external factor is another one that results from the teacher's economic lot. How objective will the teacher be in teaching the housing problem, who pays an exorbitant rent for a hole in the wall?

I am not excusing biased teaching; but I am explaining why it is that a lesson now and then lacks the proper balance we would like to see.

The supervisor in evaluating lessons should also make sure that he has removed the beam from his own eye. In the period which we're going through—one of strong nationalism and anti-liberalism—it is admittedly difficult for the supervisor to keep the required judicial temper.

The supervisor of conservative persuasion must rise to the level from which he views democracy as a conflict and compromise of conservative and liberal forces. It is in this spirit that our Constitution was fashioned. And it is the only way in which our democracy can survive. If I had no liberal teachers in my department, I would do my best to get a few. If I couldn't get any, I'd play the role of the liberal myself. If I had a department of liberals, I would try to redress the balance in the direction of conservatism. That's what the story of Hamilton versus Jefferson means to me. The school must tell the whole American story.

The supervisor of liberal persuasion in these times should be aware of certain subjective difficulties he may encounter, strange to say, in his relations with liberal teachers. The frightened liberal supervisor, in his flight toward objectivity, may take with him everywhere the image that plagues him. He may be all too ready to reproach the liberal teacher because he fears lest he appear that way himself. Not being able to shake his liberalism so easily, he vacillates between a disowning of his liberal traits and active participation in the liberal cause. He thus promotes liberalism on Mondays and on Fridays chides the teacher who has taken him seriously.

What shall the supervisor do in face of biased teaching? The usual techniques and values when followed through, are still effective. They are as follows:

1. Let the supervisor's attitude be one of prevention rather than cure.

2. Let the supervisor risk giving a model lesson on the controversial topic.

3. Visitation, which follows the program set forth above, is really a test of the teacher as learner and of the supervisor as teacher.

4. But the bias persists in certain areas of content. The teacher, otherwise, is a very good one. What to do? Try the quarantine method. Let the teacher teach a grade in which his astigmatism will do no harm.

5. When the bias is dangerously pervasive, it is time for the supervisor to take two final steps: First, the teacher's slanted lesson is brought before the department for discussion and evaluation. Second, the chairman takes disciplinary intramural action. He takes the matter to the principal. Both confront the teacher with a gentle reminder, so well expressed by Justice Oliver Wendell Holmes in a case involving a policeman whom he dismissed for political activity. "*The petitioner,*" said Mr. Justice Holmes, "*may have a constitutional right to talk politics, but he has no constitutional right to be a policeman. There are few employments for hire in which the servant does not agree to suspend his constitutional right of free speech, as well as idleness, by the implied term of his contract. The servant cannot complain, as he takes the employment on terms which are offered him. On the same principle the city may impose any reasonable condition upon holding offices within its control.*"

I might add here that never in my experience as supervisor over a peri-

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od of almost nineteen years have I come across a teacher whose "biasitis" did not respond favorably to the above therapy.

So that the terms of the contractual obligation be perfectly clear, to follow the Judge's reasoning, may I suggest that the superintendents, with the aid of the staff, work out a program of instruction in the field of contemporary problems—somewhat like the one used in Minnesota schools? May I also suggest that annual or semi-annual bulletins be prepared, which will outline specific bodies of content and specific objectives? Such a program should have two desirable effects: (1) It should serve as a guide to teacher and supervisor. (2) It may remove the ground from underneath the feet of those pressure groups in the community that are attacking the schools for sins of omission or commission. We shall then be able to see more clearly whether they have the benefit of the schools at heart or whether they are seizing every opportunity to attack our liberal traditions and progressive legislation.

Condensed from "High Points" Publication of the New York City Board of Education.

THE CURRENT EVENTS APPROACH

MARTIN WOLFSON
Brooklyn Technical High School
Brooklyn, New York

We inside the USA are touched by waves of events whose impulses come from all the sections of the globe. And, yet, how much of this global encirclement is transmitted from teacher to student in the social studies classrooms of our schools?

Nor is this true only of global affairs. Revelations of spy activities in the State Department; strained relations between the House Committee on Un-American Activities and the Department of Justice; conjecturing on what the new Congress will do; the President's message on the state of the Union——how much of this gets into the social studies classroom?

Some teachers devote one period a week to current events; others give a few minutes of each period to current events—a purely farcical attempt at avoiding the desiccation that results from living in an urgent and critical Present and teaching from a dead Past. Why teachers don't go crazy from this occupational schizophrenia is a mystery. The explanation is probably that many make up their minds that their school hours are just a job to be done to make a living and that is that. But if teachers really wanted to make their classroom hours a pedagogical and intellectual delight, they would cry to the heavens for relief from this inhuman state of affairs.

The argument against making our social studies a course in current events is that our children would fail to get the necessary background for the current scene. This is the falsest kind of history, social theory and pedagogy. Understanding of the present moment in history or in our economic life comes from a grasp of the involvements of the present. Whatever past is necessary can be gotten from the source books under proper bibliographical guidance. It is claimed that concentration upon current events will lead to shallowness. What avails a study of the past and a study of text book theory in the case of economics, when the time allotted and the materials employed lead to the shallowest kinds of study and learning? Thus shallowness in the learning of the past and vacuity in the learning of superficial economic theory from the most superficial kind of textbooks is substituted for the so-called shallowness in the study of the present. But while the former cannot be remedied within the schedule of the curricular programming of the public school, the latter can be most easily avoided. If it is a matter of time and study materials, the study of the present has all the advantages. One hour a day for five days of study of the current scene, backed by the wealth of information from press and radio and magazines and new books, motivated by the urgency of the problems hitting everyone immediately will make for the liveliest and the most honest kind of teaching in the social studies.

What is more important than vitalizing the intellectual life in the social studies classroom is the sure fact that the end-product of all this would be a more alert, active and better-informed citizens. This kind of study would send the youth and the teacher right into the marketplace of social reality and practical activity. It would make the classroom like the radio-forum and the cracker barrel in the general store and the open square where the crowds congregate to debate and dispute. Needless to say, this would require on the part of the teacher the utmost in tact and understanding, so as to make the classroom a laboratory for the ingress, egress and merger of ideas.

If this were an age wherein life was in slow motion, we would need to make the study of the past a major curricular item in our public schools for the simple reason that the Present was bare of narrative, plot, theme and ideas. But in the age we live in, when whole epochs, eras and centuries of development occur in a day or a week, our breath and span of life are too short for us to catch up if we burden ourselves

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and our youth with all the baggage of the Past. However, a point to note and remember is that the Past would not really be neglected. We would be forced willy-nilly to deal with the living Past. An intelligent concern with the Present inevitably forces one to peer into the Past. Take the case of an item in the papers and on the radio: British cruiser sails to British Honduras in expectation of untoward incidents aroused by irresponsible elements in Guatamela. What's Britain doing in the Central Americas? How did the British Lion get in there in the first place? What does Guatamela want? What are the issues, ancient and current? What is America's position? How does the U. N. get in on this? Can any one doubt the values of such teaching and learning?

And here we touch upon the major issue in our whole argument—Values. Giving a class of youngsters a textbook in history or/and in economics is presenting a group with a rigid formula and a fixed valuation, to wit, that in these books there are facts and interpretations beyond doubt and question and that the presentation as to style and method is unexceptionable. This is falsehood from the start. Aren't the students entitled to know that the significance of facts depends upon the selector, that interpretations differ, and that styles and methods differ? Young people are surely entitled to know these items about books in the social studies, but are they mature enough to understand the fact that there are such differences and what they are? In most cases they indeed are not. This is all the more proof that we should refrain from giving them in the shape of a book what may turn out to be dogma presented in a vulgarizing style. Of course if we were teaching the social studies from the great classics of the history of the human mind, like Plato's Republic or the Federalist Papers, there would be no objection, because we would be classicizing the minds of youth, the highest desideratum of education, given the youth, the teachers, the conditions, the times and the other ideal accompaniments. But this is not the problem of the social studies in the public schools, where the teacher gets a class for one period of about forty minutes for five days—a class whose constituents are from a variety of backgrounds and generally are not ready for a study of the classics.

Hence, what we need in the public schools of the nation is the kind of serious preoccupation with the Present that will make these students more discriminating, critical, inquisitive, alert and practical. The only kind of social studies course that can do that is one in which the Present is the core. And, this is what we need only because our Present is an ever gliding movement into a Future. Who can deny the fluidity of our age and the little time there is for our youth to capture this Time? But again it must be said that when the Present is properly taught, the Past will be studied and the classics will then truly become contemporary literature as they were

in the eighteenth century to Jefferson and later to Lincoln.

What are the intellectual and moral effects of the present regimen in the social studies upon the teachers? Let us take the case of an individual teacher with five classes to teach five periods a day and two subjects to prepare. He spends about seven hours a day in the school teaching the two subjects to his five classes, as well as performing many other chores. At home he goes over his next day's work which takes about another two hours. The rest of the time he devotes to the usual human activities of life without which there is no sense in living. With a little reading in some book, a little reading in the newspapers and a little time listening to the radio, the teacher of the social studies satisfies his pedagogical and intellectual conscience. To what extent can and does the average teacher enrich and deepen his knowledge of the Past, of Theory and of the Present so as to satisfy himself as an intellectual worker in the vineyard of the social studies? Of course he knows more than the youngsters he teaches. But that is because he is older and he hasn't the four or five or more subjects that the average student has to cover. How rich can the life of the social studies teacher be to himself and to the students? Of course because of the ignorance of the students and their innocence and natural docility, anything the teacher gives is a contribution. But in all conscience what teacher will deny that the social studies as taught is the antipodes of the optimum and the ideal only because there is no time, energy, opportunity or inducement for the attainment of the maximum? What teacher of the social studies will deny that he bears with him in his daily round bundles and bundles of questions he would like to find answers to for the sake of his students and for the sake of his own curiosity? No time, no energy, no framework of inducements. Oh yes the students will pass the final exams or the Regents exams. But what teacher will deny the coruscating influence of his secret knowledge that what he has taught and what the student has learned and what the student knows to pass an exam are all a pitiful heap of superficialities? The result is scratch a social studies teacher and you will find an unhappy soul with a guilty conscience.

That is why we need to transform the Social Studies into a course in Current Events. Here the teacher can become a master in the field with all the necessary embellishments and colors and brushes and skills. Here he can gain that confidence that comes with the discovery of insights and perceptions. Here he can become a participant in History. Here he can become a partner with his students in discovery and activity. Here age makes no difference. Here he does not have to spend the best part of a day on a few pages of an obsolete textbook both in the reading of it and in the teaching of it. When the current life becomes the textbook the student can be the bearer of tidings with the contribution of the teacher being in his logic and insight and wisdom and prudence. Otherwise, we will be laughed at as professional and licensed dodoes.

THIS WAY TO CHARACTER — AND CASH!

LOUIS DEJEAN
Author of "Junior Citizen"

Our American system of free education, most qualified critics agree, has fallen short of its high purpose: to educate the masses and to grow good citizens.

Can we make it work? Can our public schools reduce the present dangerous percentage of delinquents and incompetents? Can the teaching profession be restored to its rightful place of dignity and honor? Can our teachers be guaranteed a security in keeping with their arduous training and tremendous responsibilities? Can decent salaries, adequate equipment and modern plants be financed, without a continuous clubbing of state legislatures into voting bigger appropriations; to be met by such dubious measures as slapping a state tax on cigarettes, liquor or horse-racing?

To all five of those multi-million dollar questions, the answer is YES!

A national lottery? A teachers' *Townsend Plan*? A luxury tax on loose talking (and writing)? A big license fee for planners?

No, not quite so elementary, Simple enough, however, to be comprehended by the lowest I. Q. on Capitol Hill. Better yet, it will not involve a reduction of current appropriations for any other field or department of public service: only the end of need or justification for huge new appropriations for salvage.

Before outlining the basic principles of RRP (Reward-Responsibility Plan) let's have a peek at a 'shining example', one of the few communities which have made a concerted effort to achieve a positive solution.

The Elizabeth (N. J.) *Youth Council*, conceived by the veteran detective chief and criminologist, Captain G. R. Steffens, has gone far toward solving that city's delinquency problem by the common sense method, *prevention*. Well organized and backed by civic, church, club and business leaders, the Elizabeth Youth Plan has provided healthful, constructive and popular activities for more than forty thousand boys and girls who are not members of any previously approved junior organization. The *Youth Council* has invoked civic pride, and is building a responsible citizenry among adults as well as the young, that is worth many times its cost to the community.

Why cannot the Elizabeth Youth Plan be adopted by other municipalities, large and small? It will be too much trouble. Or there will be jealousy among the established youth organizations. Or it will cost too much. To enlist the enthusiastic support of every wide-awake community in the land, a much more revolutionary (some may call it fantastic) measure is necessary.

The *Reward-Responsibility Plan* is designed to achieve these objectives: (1) a more equitable distribution of public school facilities; (2) more money for salaries, buildings and equipment without boosting the district's school tax (or encouraging a faster consumption of cigarettes and liquor); (3) more incentive to school administrators, teachers and taxpayers to give *all* pupils the best possible training and opportunity in the field of their choice; (4) a greater awareness among citizens, generous and miserly, of their responsibility for the growing of good junior crops.

Stripped of detail, the RRP program includes these provisions. First, a stated percentage of Internal Revenue from personal income tax will be tagged for Federal Aid to Education. Second, to become eligible for *dividends* from the Federal Aid Fund, a school district must have every public school pupil over 12 years fingerprinted for his school record.

Every person under 21 at the time this program becomes effective shall henceforth, when filing his personal income tax return, name the schools where he received his secondary education. A share (determined by Congress) of the tax thus identified shall be turned over to the U. S. Office of Education and credited to the school district designated, regardless of where the tax return is filed. (If more than one district, the amount can be prorated.)

Wait. There is a catch. Before the total dividends from taxes paid by a school district's former pupils are forwarded to the State Department of Education for payment, the fingerprints of every minor who has, during the tax year, been an inmate of a correctional or penal institution will have been checked by the F. B. I. to identify the school district which produced him. The amount which he (she or it) has cost, for apprehension and care, during the tax year shall be deducted from the district's Federal dividend.

For illustration, let us say that the total revenue from the 1950 income tax returns of the eligible individuals educated by the Greensboro School District is $10,000. Ten per cent is tagged for the school dividend. Only $1000. (In 1960 it may be $20,000.) But the debit column shows an item. Young Cuspid Pantypleat, who graduated in 1949 from high school with honors in dramatics and flower arrangement, had gone broke in Hollywood; and, being a lad of lavish tastes, he took to hotel room thievery. As a guest of the Preston Reformatory, 2000 miles from home, he is now living simply; but he has cost the State of California $986.00. Too bad. For that cuts the Greensboro Districts dividend to a measly fourteen bucks. Barely enough for the star's costume in the Senior Extravaganza.

Turn the page. Look at this!

The Hogpatch School District is the poorest in a certain state. Ninety-nine per cent of its young folk whose income taxes should provide educational dividends do not even file returns. But Toby Stellar, who quit Hogpatch High at 18 to play ball in the Hillbilly League, was soon spotted by a scout of the St. Louis Cardinals. Having fielded 1.000 and batted .467 during the last three months of the pennant drive, he signed a contract calling for $14,000 per annum. Hot dawg! Hogpatch High will have interior plumbing when school opens next fall.

Of course the District may never produce another Toby. But he should be good for fifteen years in the majors. And if the Yankees buy him when Joe DiMaggio retires, Toby's

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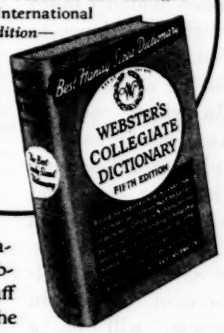


Compiled by the famous Merriam-Webster editorial staff which combines the skills of over a century of dictionary-making experience. Write for Booklet C.

G. & C. MERRIAM CO., Springfield 2, Mass.

annual take in 1960, counting the gravy from *Rinacola* and other endorsements, may total a hundred grand!

The Hogpatch WEEKLY EXPRESS doesn't stop there. An editorial points with pardonable pride to Glory Sue O'Barker, the plump high school freshman who can sing *When the Moon Comes Over the Mountain* so loud (on key, too) that a Little Rock radio station wants to program her as a 'One-piece Glee Club.', Warns the ecstatic editor "Look to your laurels, Kate!"

There it is, Senator Claghorn. Take it away, suh! President Hutchins (University of Chicago) and his Phi Betas won't like it. But *you* know, Senator, how the grass-root vote will go. Can't you hear Elmer Twiddlebut, owner of Rutabaga Emporium and his county's biggest taxpayer, bragging?

"Yup, Si Slocum's boy Jesse Jim makes his money in the Chicago Grain Market, and he buys his nylon nightshirts from Carson, Pirie and Scott, but his school dividend comes right back here to Cowslip County. I understand his income tax last year was 75 thousand. That's right, 75 thousand!"

Civic pride. Community and state pride. Reward coupled with responsibility. A combination that has never been equalled, but which has been sort of neglected in recent years. Of course there will be obstacles. And inequities which cannot be anticipated, which will have to be ironed out. Such as a school district earning too big a cut of the dividend melon. In which case the State Board can fix a maximum and pass along the surplus to a deserving but unlucky district. But the principle is sound; and in the American tradition. And the bookkeeping, compared with the astronomical calculations now common in certain governmental bureaus, will be a breeze.

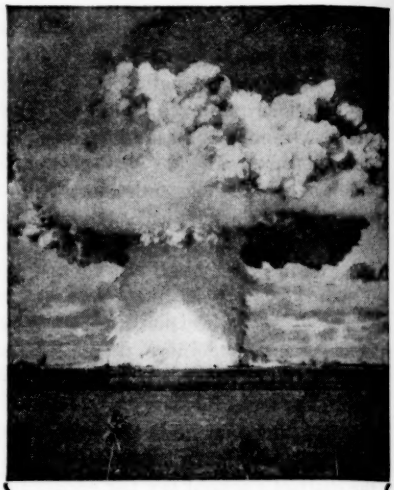
"Only smoked five packs today, Mother? And a measly twelve cocktails? Geeweepers! How can we *ever* get our powder room at high school redecorated if our parents won't get behind the Board of Education!"

That's the way it is today, in more states than you'd think. The day may not be far distant when our teenagers will be cracking back at reproving parents with: "Yeah, I smoke and drink a lot, but lookut the sales tax I'm paying to keep our schools going."

Will the Reward-Responsibility program end our worst domestic headache, juvenile delinquency and adolescent crime? Not entirely, perhaps. But when a community's pocket is picked by the failure of its schools, the neglect of its law enforcement agencies and the greed of entertainment and other business debilitating to youthful morale, Mr. Taxpayer and Mrs. Clubwoman are going to climb aboard their milk-white horses. When a community, instead of being allowed to pass the buck to the metropolitan police or the state or Federal enforcement agencies, is publicized and penalized for every delinquent it produces, the pressure of public opinion will be felt by 'the best people', as well as by papa and mama, teacher and preacher, jurist and politician. Right, J. Edgar?

All this, and Heaven too! Opportunity for every public school pupil to prepare for the vocation or profession in which he will have a good chance of success — that lofty objective of the *Prosser Resolution*, adopted in 1947 by the National Conference on Life Adjustment Education. And that poor relation in the family of 'honored professions' — I mean you, dear teacher — will be paid a decent wage, twelve months a year, so that you can afford that summer course in educational psychology; and maybe even those new spectacles or non-skid upper plates you have needed so long.

The Prosser Report (copies at U. S. Office of Education) indicates the most progressive shake-up in the history of our public school curricula. But it is nearly 40,000 words long. What politician would ever conscientiously read and digest, let alone act?



Once this was just an algebraic formula

Did you know that the atomic bomb with its typical mushroom formation once was just an algebraic formula? With the tremendous energy release over Hiroshima, the atomic age began and the world suddenly realized the significance of $E=mc^2$ [Energy=mass x (speed of light)^2]. Immediately, incomprehensible chatter about the difficult "Einstein theory" crystallized into irrefutable fact.

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THE NEWS DIGEST

Detroit To Cite Teachers Of The Month

The Prime Molders of the nation's future citizens—the teachers—will be lifted from the obscurity that normally hides their profession and cited individually each month under a new program planned by the Detroit Teachers' Association (DTA).

Recognition of public school teachers' achievement will be made by a Teacher-of-the-month selection, according to Stanley A. Burns, DTA president.

Any teacher in the Detroit school system is eligible for nomination. Individuals or groups may place a teacher in nomination by sending his or her name, and school, together with an informative statement of reasons to the Detroit Teachers Association.

Selection will be made by a special DTA committee which will include representatives of the kindergarten, elementary, intermediate and high school divisions.

"While many factors will enter into the selection," Burns said, "one of the most important will be the teacher's relationships with the group with whom he or she works—pupils, fellow teachers, the school system and the community".

Southern Governors Approve Regional School Plan

SAVANNAH, GA.,—The Governors of eleven Southern states have unanimously approved an "action program" for establishing the country's first regional school compact and have paved the way for Negro educators to serve as top-level policy makers in the South's plans for providing higher education facilities.

The move to admit Negro educators to full participation in the program was unexpected. It will mark the first time in the history of the South that members of both races have joined on an equal footing to promote the educational welfare of the region. However, the principle of racial segregation in the schools will remain intact.

The initial program would be restricted to medical, dental and veterinary training, with emphasis on better education for Negroes.

If the state legislatures agree to put up a recommended $1,736,000 for the first two years, the plan will begin operating next fall. The cost would total $2,434,000 a year when regional operations hit full pace after four years.

In each phase of the program, states would be assigned a specific quota of students to send to regional schools. The sending state would pay $1,000 a year for veterinary students and $1,500 for medical and dental students.

The regional council approved in principle but recommended no immediate funds for other proposed fields. Educators originally had recommended about 1,200,000 for graduate scholarships and subsidies to graduate schools. Another sizable sum had been suggested for research in Southern educational needs.

Religious Council Gives Education Policy

CHICAGO,—A statement of policy has been issued here by the International Council of Religious Education, which sets the pattern for Protestant weekday religious education programs.

The board acted on the complications which have arisen in the religious education picture as a result of the Supreme Court decision banning religious instruction in the public schools.

It defined the purposes of weekday religious education as follows:

1. To secure time during the school week whereby churches may provide religious instruction.

2. To bring such religious instruction into more intimate and effective relationship with the education which the child is receiving at the hands of the state.

3. To counteract the negative suggestion implied when a community provides a varied program of public education and ignores or minimizes religion.

4. To provide religious education entirely at the expense of parents and churches.

5. To provide such instruction on a purely voluntary basis, requiring that children be excused from school only on the written request of their parents.

6. To provide instruction of an educational quality comparable to secular education.

7. To provide—without utilizing the state's compulsory attendance law—more favorable time and opportunity for children to receive religious instruction.

Virginia Communities Lack Building Funds

RICHMOND, VA.,—The State Department of Education said 18 counties and 6 cities in Virginia had indicated their inability to meet any of their school construction needs on the basis of present tax rates and assessments.

The query on ability to pay formed part of a questionnaire, put to the 100 counties and 25 cities of the State, on school building needs which were set at 185 million dollars as "immediate" requirements and 396 million dollars for the next 10 years.

Compilation of local government ability to pay for new school construction found that on an average the counties and cities of the State felt they could meet 25.8 per cent of their immediate needs and 21.2 per cent of 10-year needs.

Draft Deferments For Schooling Opposed

PROVIDENCE, R. I.,—Dr. Henry M. Wriston, president of Brown University and head of the Association of American Universities, has recommended to President Truman that no educational deferments be granted to potential draftees under 22 years of age. In the recommendation Dr. Wriston suggested that if necessary the armed services could use their authority to assign servicemen to educational institutions for specialized training.

The proposals, if accepted by the

Kansas Group Looks into Status of Elementary Schools

TOPEKA, KAN.,—Kansas educators are throwing the spotlight of critical attention on the needs of the state's elementary schools.

More and better teachers are sought, as well as additional state financing.

These facts were brought out here at a statewide educator's conference, called by Gov. Frank Carlson in an attempt to solve problems dealing specifically with schools of elementary classification.

More than 200 representatives of the teaching profession as well as interested laymen attended the session. They contended that more consideration must be given to the status of elementary schools and that one of the principal objectives is to attract more students to the professional elementary teaching field by higher salaries, improved working conditions, more security and better schools.

The need for a state program to guide promising students into the teaching profession was cited, with some discussion directed toward the advisability of offering special scholarships for prospective teachers.

The conference as a whole agreed that the salary schedule for elementary teachers should be as high as that for high school teachers.

The trend of the conference seemed to be toward increased state support through other means than that derived from ad valorem taxes. Mounting costs of education were pointed out as making this a virtual necessity in the future.

Government, would require changes in the Selective Service Act of 1948.

U. Of Vermont To Give New Guidance Degree

BURLINGTON, VT.,—A Master of Education degree, with specialization in guidance, has been set up by the University of Vermont as a part of the University's program, carried on in co-operation with the State Department of Education, to promote the growth of the guidance in Vermont's secondary and elementary schools. A new sequence of courses is being developed leading to the degree, and arrangements have been made to grant this degree in three summers, plus two years of extension work, provided the work is done continuously.

Glass Brick To Light Rhode Island School

WARWICK, R. I.—Rhode Island's first school with clerestory lighting is on the drawing board in this historic city. It will be a $240,000 eight-room grammar school and will include a health clinic and doctors' offices.

The school will be on one level, and ramps will replace stairways at exits.

S. Wesey MacConnell, who has designed two other Warwick schools, plans to use poured concrete or precast concrete slabs in the new building to eliminate high masonry costs.

Clerestory lighting will be achieved by installation of a four-foot-wide band of glass brick just below the ceiling. The result will be a flood of light through each outside classroom wall. Light pastel paints will be used in classrooms to reduce eyestrain, and colors will be employed wherever possible. Comfortable temperatures are to be maintained through radiant heating.

Refresher Courses By Radio for MD's

MADISON, WIS.,—Scientific medical instruction for doctors by radio will be carried on by the University of Wisconsin Medical School this year. The first program will be given this month according to Dr. Llewellyn R. Cole, co-ordinator of graduate medical education. The university has served Wisconsin doctors for many years with short refresher courses on the campus and in other areas of the state, he pointed out. "Putting this service on the radio will enable a larger group of doctors, who cannot leave their practice to attend sessions, to get the advantage of these refresher courses," Dr. Cole said.

U. S. Open To Iron Curtain Students

WASHINGTON,—The State Department said that no Government-supported educational exchanges would be established with countries behind the Iron Curtain at this time because the other governments were unwilling to cooperate.

But the department promised that this Government would not impose an iron curtain of its own on unofficial cultural contacts with countries behind the Iron Curtain.

The department's position was set forth in a letter to the United States Advisory Commission on Educational Exchange, which had urged the department to permit students and professors to visit the United States from behind the Iron Curtain.

The letter said the Attorney General had authority to authorize temporary entry of excludable aliens and that American sponsors might petition him in such cases.

Harvard Student Grades Reach Alltime High

CAMBRIDGE, MASS.,—Today's Harvard students, both freshmen and upper-classmen, are making far better academic records than at any time in the 312-year history of the college.

In an annual report to the provost of the University, Wilbur J. Bender, Dean of Harvard College stated that even in a year when Harvard was experiencing its largest enrollment "the academic record made by the students was the best in the modern history of the college."

Figures for the entire student body which he released show that last spring 35 per cent of the students were on Dean's List (A and B grades), compared with 26 per cent in the '30s. A significant change has also taken place in the number of students required to leave college, Dean Bender reported. In 1940-'41, 5 per cent had their "connections severed" for all causes and last year only 2 per cent were in this category.

New Jersey Teachers Eye Cigarette Tax

TRENTON, N. J.,—The New Jersey Education Association, advocating a broadening of the state taxing base to provide $63.000,000 annual state grant to schools.

Broadening of the tax base, a spokesman said would mean adoption of income and general sales taxes in New Jersey. These levies have been resisted for years by civic and trade groups.

The association saw tax relief for real estate in the proposal.

The association statement, issued by Charles L. Steel Jr., its president, said a start in increasing the state school grant could be made in applying all income from the new 3-cent cigarette tax in New Jersey, to educational use. A total of $9,429,476 of the tax was earmarked this year for school grants.

The total tax is estimated at $15,250,000. If the entire amount was allocated, it would represent a contribution of $25 for each pupil, Mr. Steel said. The 39,000,000 apportionment meant $15.68 a pupil from the state.

Cambridge University Sees Housing Solution

CAMBRIDGE, ENGLAND — There is such a shortage of housing in Cambridge that the University is considering buying a number of large houses and converting them into flats for students and professors. If the plan is carried out, the apartments will be offered first to the teaching staff and then to undergraduates.

"Houses suitable for conversion are cheap in Cambridge," said E. B. Ceadel, a lecturer at Christ's College who has led agitation for the plan. "At Oxford similar accommodation has been found for sixty-four lecturers and their families at a total cost of only 131,000 pounds. If the scheme were adopted here it would not take the University long to recover its initial costs in rents. The University may lose many excellent dons if it cannot offer them accommodation."

An official of the organization which finds rooms for students said applications for rooms far outnumbered those available. Many were sharing quarters under very congested conditions. Others were living in caravans and houseboats.

Negro Education Pushed In Capitol

WASHINGTON,—The National Advisory Committee on the Education of Negroes was revived upon the recommendation of Rall I. Grigsby, Acting Commissioner of Education.

Oscar R. Ewing, Federal Security Administrator, announced that the committee again would be headed by Dr. Ambrose Caliver, Office of Education specialist for higher education of Negroes.

The committee was organized in 1930 to advise the Office of Education on special problems of Negroes, to interpret needs of Negroes to the office and to communicate Office of Education plans and programs to persons especially concerned with Negro education.

Mr. Grisby said revival of the committee, with interracial personnel, was deemed advisable "in the light of increased interest in educational opportunities and activities for Negroes throughout the United States."

Scholarships Established By Parent-Teacher Group

OLYMPIA.,—A group of 17 scholarships has been established by the Washington Congress of Parents and Teachers.

These include two scholarships for teachers to do graduate work and 15 additional scholarships for high school graduates who enter teacher education next year.

Two scholarships of $500 each will be awarded to a classroom teacher interested in doing graduate work in education of handicapped children and to a teacher wishing to do graduate work in family education.

Fifteen scholarships of $100 each will be awarded high school graduates who enter teacher education next year. These scholarships will continue to pay $100 each year until training is completed.

Men Teachers Battle Equal Pay Law

BOSTON.,—Men teachers of 15 communities opened a drive here recently to regain preferential pay over women by organizing the first statewide association exclusively for school men.

Banding under the title, Schoolmen of Massachusetts, their specific objective is to end the so-called equal-pay law insofar as it affects teachers with families.

The association was formed, it was explained by members of the group, because previously existing teachers' groups had been "women-dominated," and had stringently applied the "gag rule" to the aspirations of the men.

Wants Tax Deductions For Summer School Cost

DANVILLE, VA.,—Attention focussed on a U. S. tax court which is weighing a teacher's claim that summer school expenses are deductible in figuring income tax.

Counsel for Mrs. Nora Hill argued that attendance at summer school in 1945, was an "ordinary and necessary expense" because the thirty-year teaching veteran had used in her teaching job the information secured from these classes.

Summer school attendance, or an examination on five books selected from a reading course prepared by the state is required for renewal of teaching certificates in Virginia. It was Mrs. Hill's contention that study under a professional writer at Columbia was of greater value than the reading course.

She listed for tax deduction such items as: $95.50 for tuition, $70 room rent, $45 transportation, and $30 as the difference in the cost of meals at Columbia and at home.

Colleges Still Full But Decline Expected

CINCINNATI. — College enrollments still are on the increase, but a lull has started, a study showed here.

Dr. Raymond Walters, president of the University of Cincinnati, reported in his annual statistical survey that full-time enrollments in 726 colleges and universities were only nine-tenths of 1 per cent greater than a year ago. There was a 4.5 per cent increase in part-time enrollments.

Dr. Walters said there were 1,580,783 students enrolled on a full-time basis in the 726 institutions and 351,196 enrolled for part-time work.

World War II veterans, who make up 40 per cent of the enrollment, are the students maintaining the current enrollment levels, Dr. Walters reported. He said there are 10 per cent fewer freshmen and added that decline may even be greater next year because of the peacetime draft.

Last year veterans made up 50 per cent of the total enrollment. The decrease Dr. Walters reported, is because fewer veterans are enrolled in freshmen and sophomore classes.

The University of California and New York University lead the nation in total number of students. California is tops in the number of full-time students with 43,418 while N. Y. U., leads in full-time and part-time students with 47,647.

Limited Negro Rolls Urged In Missouri

JEFFERSON CITY. MO.,—The board of curators of the University of Missouri has recommended limited enrollment of Negroes at State-supported institutions of higher learning, including the University.

The curators made their recommendations to the Missouri House committee on equal rights, which is studying the State's segregation law with a view to changing its educational provisions.

The statement reviewed State law and noted a recent opinion of the United States Supreme Court, which ruled that Oklahoma and Arkansas must provide equal education facilities for Negro students.

Summing up the M. U. regent's findings, the statement recommended that the equal rights committee seek a change in Missouri law to permit enrollment in the University and the teachers' colleges of Negro students

"in those divisions and curricula where instruction of equivalent character" is not afforded by Lincoln University for Negroes in Jefferson City.

Parent Conferences Replace Reports

BALTIMORE,—Johnny and Mary do not have those report card jitters at Public School 18. The school did away with the slips at the beginning of the term after parents raised a protest, saying they wanted to be more informed of their offsprings' progress.

Now the parents, on their own initiative, visit the teachers and confer on the progress their children are making.

Mrs. Samuel Fried, acting president of the coordinating council of parent-teacher organizations, said that "of the 520 parents of children attending the school, only six have not conferred with the teachers or principal."

McGraw-Hill Purchases Gregg Publishing Company

The McGraw-Hill Book Company assumed control of The Gregg Publishing Company on January 1. Gregg headquarters will remain at their present address, 270 Madison Avenue, New York.

Hubert A. Hagar, Vice-President and General Manager of Gregg will continue with the company and will become a director. From the McGraw-Hill organization, James H. McGraw, Jr., will serve as Chairman of the Gregg Board, Curtis Benjamin will become President, E. E. Booher will serve as Executive Vice-President and R. E. Slaughter will become a Vice-President. Mrs. Gregg, who has served as President of The Gregg Publishing Company since the death in February of her husband, Dr. Gregg, will serve as a director of the new company.

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Grins Between Grinds

Obeying Orders

A Hollywood producer had a busy day scheduled so he instructed his office boy to tell all callers that he was too busy to see them.

"But suppose they say it's urgent?" asked the boy.

"Tell them that's what they all say," snapped the producer.

Half an hour later a sour-faced woman, wife of the producer, barged in, demanding to see her husband.

"Sorry," said the boy, "he's not seeing anyone today."

"You tell him it's urgent. I'm his wife!"

"Oh, yeah," sneered the office boy, "that's what they all say!"

Graphic

The visitor was trying to make friends with the young son of the house.

"I've met all of your family except your uncle," he said. "Which side of the house does he look like?"

The little boy considered. "I guess," he said finally, "the side with the bay window."

Last Wish

A woman in Cambridge, Massachusetts lately paid a vsit to her great aunt who is 92. As the visitor was leaving, Aunt Sarah accompanied her to the door.

"Good bye, dear," said the ancient relative, and continued: "I am ready to go....but I hope the good Lord will wait 'till I have helped Annie clean the attic."

Thunderation

A big thunder storm had developed, and Mother ran upstairs anxiously to see how little Walter was taking it. He was taking it all right—jumping up and down with delight and shouting: "Bang it again, God, bang it again!"

Good Neighbor

The phones in Dickens County, Texas, were all party lines and neighbors listened in for miles. One night, during a prolonged dry spell, old Ed, a shrewd cattle rancher, got a call from a Kansas City buyer who said, "Understand you've got some steers to sell."

"Well, now," dickered Ed, "I'm not sure I want to sell right now—"

"Ed, for heaven's sake," broke in an agonized wail from the party line, "you sell them steers! You know you ain't got any grass!"

Discipline

Little Girl: If I was a teacher, I'd make everybody behave.

Aunty: How?

Little Girl: Real easy. When girls was bad I'd tell them they didn't look pretty. And when little boys was bad, I'd make them sit with the girls. And when big boys was bad, I wouldn't let them sit with the girls.

Bait Dangler

Walking down the street with a friend one day, a professor passed a large fish store where a fine catch of codfish, with mouths wide open and eyes staring, were arranged in row. The professor stopped, looked at them, and clutching his friend by the arm, exclaimed: "Heavens, that reminds me—I should be teaching a class."

How She Knew

A seven-year-old remarked at the luncheon table one day, "All the kids at school say Princess Elizabeth has a baby. Do you suppose she knew she was going to have one?"

Since guests were present, the parents were non-plused. The nine-year-old sister, however, took over. "What a perfectly silly question! Of course she did. Why it's been in all the papers for weeks."

Both Kinds

At a recent Boy Scout campfire, deep in the big woods, the leader staged a dramatic but phony "camp robbery," told the boys that the "robbers" were still skulking around the camp and exhorted them to go out and capture them.

"Are you men or mice?" he shouted. They answered *"Men!"* and leaped shrieking into the darkness after the prowlers. All but a few, that is, who hovered timidly about the campfire.

"What's the matter, boys?" he asked.

They looked at him coyly. We're mice!" they chorused.

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